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ABSTRACT

Evaluated here is the 1982-83 Classroom Support Program of the Cleveland Public Schools. The project is designed to provide a variety of support services to teachers, administrators, and supervisors and to enhance the quality of instruction provided to disadvantaged students. The program's separate components serve six specific areas: elementary reading, elementary and secondary social studies, functional life skills, instructional improvement, secondary English/reading, and video services. Service delivery in these areas is provided through individual teacher conferences, demonstration teaching sessions, inservice workshops, curriculum materials development sessions, classroom observations, dissemination of materials, and technical assistance with video tapings and photography. During the 1982-83 school year, the Classroom Support Program provided curriculum materials for disadvantaged learners, inservice training for 1,297 teachers, inservice training for administrators and supervisors, and technical assistance. All nine objectives for the school year were attained, and questionnaires, on-site visits, and informal interviews revealed positive and enthusiastic student, teacher, and principal responses. (CMG)

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CLASSROOM SUPPORT PROGRAM

DISADVANTAGED PUPIL PROGRAM FUND

1982-1983

EVALUATION REPORT

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UD 023 172

Cleveland Public Schools
RESEARCH AND ANALYSIS DEPARTMENT

July, 1983

CLASSROOM SUPPORT PROGRAM

1982-1983 EVALUATION

PURPOSE OF PROJECT

The Classroom Support Program is designed to provide a variety of support services to teachers, administrators and supervisors and enhance the quality of instruction provided to disadvantaged students. These services are provided to Chapter 1 teachers, administrators and supervisors as well as personnel assigned to other DPPF projects. The program's separate components serve specific disciplines:

- Elementary Reading
- Elementary and Secondary Social Studies
- Functional Life Skills
- Instructional Improvement
- Secondary English/Reading
- Video Services

Service delivery in these areas is provided through individual teacher conferences, demonstration teaching sessions, inservice workshops, curriculum materials development sessions, classroom observations, dissemination of materials, technical assistance with video tapings and photography.

SERVICE SUMMARY

Pupils Served: 18,707 Grades Served: 1-12 Years in Operation: 3

Schools: 132

Staffing:
1 Program Manager, PT
4 Consultant Teachers, FT
1 Clerk, FT
1 Laborer, FT
1 Staff Specialist, FT
1 Staff Assistant, PT

(See list Appendix A)

Total DPPF Expenditures:

Per Pupil Cost:

SUMMARY OF FINDINGS

During the 1982-1983 school year. the Classroom Support Program provided valuable service, particularly in the area of instructional support. These services were provided at both the elementary and secondary level. Curriculum materials appropriate for use with disadvantaged learners were developed and distributed. Inservice for 1,297 teachers included individual conferences, demonstration lessons, and workshops sessions. Inservice for administrators/supervisors included workshop sessions. Technical assistance with video taping and photography was provided. All nine objectives were considered attained.

OBJECTIVES AND OUTCOMES

The FUNCTIONAL LIFE SKILLS COMPONENT is designed to prepare and disseminate curriculum materials. There are now more than 30 lessons available to secondary teachers. The lessons are available in the following lesson units: occupational knowledge, consumer economics, study skills, government and laws. The lessons are available upon teacher request and supplied in class sets. The lessons are designed to:

- improve the abilities of high school students to perform every day life tasks;
- provide students with opportunities to reinforce basic skills as they apply to life tasks;
- assist teachers to use supplemental instructional curriculum materials.

- Objective 1: Eighty percent of a random sample of teachers and students in grades 7 through 12 who used specific Functional Life Skills units in the classroom, will indicate on a reaction sheet an overall quality rating of 3 or better on a five point scale.

  - Outcome: Objective 1 was considered attained. Twelve teachers and 297 students rated the Functional Life Skills materials on a 5 point scale. Ninety- one percent of teachers and 82% of the students gave overall ratings of 3 or higher on a five point scale. (See Appendix B, Reaction to Materials Summary.)

    Thirty-two Functional Life Skills lessons were available. Five thousand, two hundred and sixty-nine (5,269) lessons were distributed to 18 high schools during the 1982-83 school year. Lessons were used in English, Social Studies, Mathematics, Business and Home Economics. (See Appendix C, Distribution of Functional Life Skills Units.)

- Objective 2: This objective was deleted on November 10, 1982.

The SOCIAL STUDIES COMPONENT is designed to provide staff development. Selected elementary and secondary teachers receive individual and group inservice. The inservice is provided by a consultant teacher who:

- demonstrates lessons in the use of curriculum materials and instructional techniques;
- provides supplemental materials and resources;
- coordinates video tape sessions;

- presents workshops;
- conducts tutorial sessions for selected students having difficulty with social studies;
- attends professional meetings and shares information/ materials.

- Objective 3: Fourth grade social studies teachers will be selected in four schools to receive concentrated staff development and/or direct classroom support with specific instructional techniques and appropriate materials to augment map reading skills.

  At least 60% of the pupils in the identified fourth grade classrooms will show a gain of 4 NCE units in map reading, as measured by the Iowa Test of Basic Skills, map reading subtest. The pre/post tests were administered in the Fall, 1982 and Spring, 1983.

  At least 80% of the participants will rate the quality of the staff development three or better on a five point scale.

  - Outcome: Objective 3 was considered attained. Participants for this component were selected because their fourth grade students were among the four elementary schools in the district with the highest percentage of pupils scoring below 50 percent correct in map reading skills. The criterion-referenced test (objective 27 and 28, map reading skills) in the district's third grade reading program was administered Spring, 1982, and used for program selection.

    The fourth grade students in the four selected schools were pretested in October, 1982 and postested in April, 1983. The test administered was the Iowa Test of Basic Skills, map reading subtest. The 337 fourth grade students revealed a pretest raw score mean of 10.37 and a posttest raw score mean of 15.35. The comparison in NCE units revealed a pretest mean of 38.30 and a posttest mean of 46.32 with a difference of 8.01 NCE units. The 8.01 NCE units exceeded the objective gain of 4 NCE units and was statistically significant ($p < .0001$) as determined by t- test for correlated measures. Table 1, on page 4, presents the pretest scores and the results of the test. Sixty percent of the students showed a gain of 4 or more NCE units.

    A review of the consultant teacher's worklog revealed 96 building visits to the four target schools. The consultant teacher provided 15 teachers with 337 teacher visits through classroom demonstrations of instructionsl techniques and use of social studies curriculum materials. (See Appendix D, Social Studies Grade 4, School Visits Summary.)

Table 1
Average Pre and Post Scores, NCE units and t Test Results
on the Iowa Test of Basic Skills (Map Reading)
Grade 4*

N	Pre Test Mean		Post Test Mean		Change in	t
	Raw Score	NCE Units	Raw Score	NCE Units	NCE units	
337	10.37	38.30	15.35	46.32	8.02	.0001

*Grade 4: Level 10, Form 4

A slide-tape map skills presentation (A lively Kind of Map) was written and developed by the social studies consultant teacher with help of educational media services. Every classroom in the 1982-1983 social studies program previewed the slide/tape.

. Objective 4: Seventh grade social studies classes will be selected in three junior high schools to receive concentrated staff development and/or direct classroom support with specific instructional techniques and appropriate materials to augment map reading skills.

At least 60% of the pupils in the identified seventh grade classrooms will show a gain of 4 NCE units in map reading skills, as measured by the Iowa Test of Basic Skills, map reading subtest. The pre/post test will be administered in the Fall, 1982 and Spring, 1983.

. Outcome: Objective 4 was attained. Participants were students from three junior high schools in the district with the highest percentage of students scoring below average (stanines 1,2,3) in reading comprehension. The social studies director chose the Comprehensive Test of Basic Skills, comprehension subtest, administered Spring, 1982 for program selection.

The Iowa Test of Basic Skills, subtest Map Reading was administered in October, of 1982 (pretest) and in May, 1983 (posttest). The 405 seventh grade students evidenced a pretest raw score mean of 9.88 and a posttest raw score of 14.58 with a difference of 4.70. The comparison in NCE units revealed a pretest mean of 20.07 and a posttest of 32.43 with a difference of 12.36 NCE units. The 12.36 NCE units was statistically significant ($p<.0001$) as determined by the t test for correlated measure. Table 2 presents the pretest scores and the results of the t test. Sixty-six percent of the students showed a gain of 4 or more NCE units in map reading skills.

Table 2
Average Pre and Post Scores, NCE units and t Test Results
on the Iowa Test of Basic Skills (Map Reading)
Grade 7*

N	Pre Test Mean Raw Score	Pre Test Mean NCE Units	Post Test Mean Raw Score	Post Test Mean NCE Units	Change in NCE Units	t
405	9.88	20.07	14.58	32.43	12.36	.0001

Grade 7: Level 13, Form 7

The consultant teacher provided 11 seventh grade Social Studies classroom teachers direct inservice (individual and small group) through 63 building visits. One hundred and sixty three classroom visits provided classroom demonstration lessons on use of materials, instructional techniques and student tutorial sessions. (See Appendix E, Social Studies Grade 7, School Visits Summary.)

A video tape was developed by the consultant teacher with the help of Educational Media Services for seventh grade social studies teachers. The tape was used to inservice teachers in the use of a new map skills kit (EVERYWHERE).

Grade 4 and 7 teacher program participants attended ten inservice workshops with a total of 89 teachers attending. (See Appendix F, Grade Level Inservice summary.) An analysis of ratings completed by 55 teachers showed that 100% of the teachers rated the overall quality of the inservice/workshops 3 or better on a five point scale. (See Appendix G, Classroom Teacher Reaction Sheet Summary.)

The social studies consultant teacher presented "Developing A Map Skills Program for the Deficient Reader" at the Ohio Council for Social Studies in Independence, Ohio, March 25, 1983.

The ELEMENTARY READING COMPONENT is designed to provide selected elementary teachers with individualized and small group inservice. The inservice is designed to assist individual teachers in target schools in organizing and implementing an effective classroom reading program to help students increase their reading skills. The teacher consultant:

- interprets test scores for project participants;
- identifies reading/language arts materials to support skill sequence;

- assists with lesson planning for instruction in reading/language arts (pacing of program in relation to students' need);
- suggests supplemental materials;
- reviews reading records (fall and spring);
- provides inservice workshops.

- Objective 5: Provide individual inservice in reading instructional techniques to selected grade 4 classroom teachers. The percentage of pupils scoring below average (stanines 1-2-3) on the CTBS Reading Comprehension subtest in May, 1983 city-wide test will be reduced by at least 10% in comparison with the May, 1982 for this selected grade and schools.

  - Outcome: Objective 5 was considered attained Participants for this component were selected because their elementary schools were among the ten schools in the district with the highest percentage of pupils scoring below average (stanines 1,2,3) in reading comprehension. The Comprehensive Test of Basic Skills, Comprehension Subtest was administered Spring, 1982, for program selection.

    The ten schools receiving project services at grade 4, revealed the average percentage of students scoring in the below average stanines changed from 41.73% in 1982 to 26.09% in 1983, a reduction of 16.23%. Table 3, or page 7, shows the comparison of Spring, 1982 and Spring, 1983 results of the Comprehensive Test of Basic Skills, Comprehension subtest, at grade 4.

    The reading consultant served 39 fourth grade teachers through 247 building visits with 525 individual classroom teacher visits. (See Appendix H, for School visits Reading Grade 4.) The service is provided to buildings on scheduled days. The service included:

    - Conferences in reference to:
      - curriculum
      - classroom management techniques
      - testing procedures
      - enrichment and extension activities
      - record keeping
    - Demonstration lessons in:
      - teaching techniques
      - skill development
      - testing procedures
      - classroom management techniques

Table 3
Comparison of Spring, 1982 and Spring, 1983 Results
of the Comprehenive Test of Basic skills
Comprehension Subtest at Grade 4*

SCHOOLS SERVED	Grade 4 Percentage of Students Scoring in Below Average Stanines Range (1,2,3)** 1982	1983	Change
Case	47.9	2.5	45.4
Kentucky	46.5	38.1	8.4
Union	44.6	19.6	25.0
George W. Carver	43.4	24.6	18.8
Watterson-Lake	41.5	23.4	18.1
William R. Harper	44.2	32.9	11.3
Daniel E Morgan	39.2	28.8	10.4
Margaret Ireland	38.5	28.0	10.5
Halle	37.5	30.5	7.0
Marion-Sterling	39.9	32.5	7.4
$\bar{X}$ percentage	42.32	26.09	16.23***

*Grade 4: Level 2, Form S
**National Norms
***Caution should be exercised in interpretation of these results because the test for selection is also used as a pretest.

. Classroom observations of
- teaching techniques
- knowledge of subject matter
- testing procedures
- classroom management techniques

In addition, 35 small groups and faculty inservice workshops were presented to 269 teachers in the selected schools. (See Appendix I, for date, topic and attendance of Reading Inservice Grade 4.) Response of 33 classroom teachers (to a feedback sheet evaluating the services provided by the reading consultant teacher) revealed all 33 teachers rated the overall service 5 on a 5 point rating scale. (See Appendix J, Reading Inservice Feedback Summary Grade 4.)

The consultant teacher in the Secondary English/Reading Language Arts component is assigned to provide inservice and/or direct classroom support to seventh grade English teachers. The service assisted individuals or groups of seventh grade English teachers in organizing and implementing an effective classroom English/reading program to help students increase their reading skills. The service provides aid in:

- interpreting reading test results to assess class strengths and weaknesses;
- determining instructional goals for pupils based on test scores and class performances;
- observing the class (non-evaluative), demonstration lessons, and videotaping;
- providing individual teacher conference to assist in implementing effective reading techniques in the classroom;
- presenting workshops and group meetings to enchance reading instructions in the schools.

- Objective 6: As a result of providing individualized inservice to classroom teachers of grade 7 in 23 junior high schools, the percentage of pupils scoring below average (stanines 1,2,3) on the CTBS Comprehension subtest in May, 1983 city-wide testing will not exceed 29%.

  - Outcome: Objective 6 was considered attained. In 23 junior high schools served at grade seven, the average percentage of students scoring in stanines 1,2, and 3 was 35.71% in 1982 and 28.90% in 1983. The average 28.90% did not exceed 29%. Table 4 shows the comparison of Spring, 1982 and Spring, 1983 results of the Comprehensive Tests of Basic Skills, Comprehension subtest at grade 7 See Table 4 on page 9.

- Objective 7: At least 80% of a random sample of seventh grade English teachers who received inservice support will indicate a rating of 3 or better on a 5 point scale measuring the degree to which they found the inservice support helpful.

  - Outcome: Objective 7 was attained. Ninety-five percent of the 33 classroom teachers responding on an inservice reaction sheet indicated the inservice support helpful on a rating of three or better on a five point scale. (See Appendix K, Inservice Reaction Sheet Summary, Grade 7.)

Table 4

Comparison of Spring 1982 and Spring 1983
Results of CTBS Comprehension subtest
Grade 7*

SCHOOLS SERVED	Percentage of Students Scoring In Below Average Stanine Range (1,2,3)**		
	1982	1983	Change
Whitney Young	2.3	2.3	0.0
Patrick Henry	19.4	20.4	-1.0
Margaret Spellacy	25.4	25.4	-5.9
Carl Shuler	26.7	31.3	-0.7
Charles Eliot	27.3	27.3	8.4
Wilbur Wright	27.5	26.8	0.7
F. D. Roosevelt	28.6	27.2	1.4
Thomas Jefferson	30.9	38.3	-7.4
Harry E. Davis	31.5	27.2	4.3
Newton D. Baker	32.6	36.0	-3.4
A. B. Hart	33.0	26.2	6.8
Central	34.5	29.3	5.2
Robert Jamison	36.4	24.8	11.6
Empire	36.4	36.8	-0.8
Clara Westropp	37.8	27.9	9.9
Audubon	38.5	37.5	1.0
Nathan Hale	41.2	24.4	16.8
Joseph Gallagher	41.6	26.9	14.7
Alexander Hamilton	43.3	36.2	7.1
Willson	46.0	29.8	16.2
Martin L. King	56.9	29.4	27.5
Charles Mooney	60.8	36.8	24.0
Lincoln Junior	62.7	42.9	19.8
$\bar{X}$ Percentage	35.71	28.90	6.82

*Comprehensive Test of Basic Skills, Level 3: Form S
**National Norms

Twelve junior high schools in the percentage rank order in Table 4 were selected as target schools for extensive service. Examination of project records revealed 217 visits were made to secondary school buildings. Teachers (N=383) were provided service through demonstration lessons with the use of materials and techniques to enable students to improve their reading skills. Materials were introduced through inservice to improve student reading comprehension and to reinforcement test-taking skills i.e., the Random House, Scoring High series. A total of 52 inservice workshops were presented with 493 participants. (See Appendix L, Secondary English/Reading Inservice Summary Grade 7.)

The VIDEO COMPONENT provides service and training in the use of video equipment for teachers, staff, and students in Chapter 1 schools, and for project coordinators and supervisor/administrators who work in Chapter 1 schools. Also provided is assistance in planning and developing video programming, duplicating, editing, recording and photographing selected programs. The video technician:

- provides inservice training and assistance in the use of video cassettes and tape recorders;
- assists in planning and developing video programming;
- records off-air programming, subject to copyright laws;
- duplicates and dubs video tapes and cassettes subject to copyright laws;
- records for reuse guest speakers and student programs at all school levels;
- maintains an accurate inventory of all equipment and supplies assigned to or on loan to the program.

- Objective 8: Teachers, project managers and others will be provided assistance in video taping as a major aid for inservice and as an instructional tool for disadvantaged pupils. Eighty percent of the projects and/or staff utilizing this service will indicate an overall quality rating of 3 or better on a 5 point scale.

  - Outcome: Objective 8 was attained. Examination of the staff specialist's worklog revealed 4,324 students, 1,370 parents, and 1,366 teacher/administrators were provided service by this component through tape/video recording, video replay, format transfer with tape, photograph and slide presentations. One hundred percent of the users of video services (N=36) rated the overall quality of services five on a five point scale. (See Appendix M, Users of Video Services Summary.)

The INSTRUCTIONAL IMPROVEMENT COMPONENT was designed to acquaint classroom teachers, supervisors, and administrators with Chapter 1 and DPPF programs and their services for disadvantaged students. This component includes inservice training in the use of instructional improvement systems.

- Objective 9: Organize and/or support other inservice workshops to familiarize eligible participants with Chapter 1 and DPPF programs and their services for disadvantaged pupils.

  At least 80% of the inservice participants will indicate, on a reaction sheet a rating of 3 or better on a 5 point scale, the degree to which they found the inservice informational.

  - Outcome: This objective is considered attained. Examination of project records indicate six inservice sessions and workshops with 92 participants were organized and presented in collaboration with other projects. Included were support services provided for subject supervisors. Table 5 presents the date, topic and number of participants served through this component.

TABLE 5

Inservice Workshop Organized and/or Supported
To Familiarize Participants with Chapter 1 and DPPF Programs

Date	Inservice Workshop Topic	N Participants
11/22/82	Computers as an Instructional Tool	20
11/24/82	Basic Skills Videotapes	3
1/28/83	Basic Skills Instructional Media Packet	18
5/16/17/83	Presented Instructional Videotapes	10
5/17/83	Transactional Analysis Instructional Media	20
6/1-2/83	Presented Instructional Videotapes	21

One hundred percent of the responses (N=19) to instructional improvement services indicated an overall rating of 4 or better on a 5 point scale. (See Appendix N, Instructional Improvement Questionnaire Summary.)

- Objective 10: Provide inservice training and support to Chapter 1 and DPPF classroom teachers, supervisors, and administrators in the use of instructional improvement systems.

  Eighty percent of the participants will show an overall quality rating of 3 or better on a 5 point scale.

  - Outcome: Objective 10 is considered attained. The consultant teacher provided a variety of services. Included were:

    - disseminated Chapter 1/DPPF instructional materials;
    - demonstrated lessons (discussion techniques) with a total of 125 students and 4 classroom teachers;
    - developed and disseminated lessons for classroom teachers;
      - instructional materials e.g. 750 worksheet, puzzles, etc.
      - basic skills media e.g. 2,710 worksheets in English/reading, science etc.

- monitored the administration of standardized test to 25 students;
- provided consultation on instructional techniques to 13 teachers and administrators;
- conducted 3 instructional improvement workshops for 47 teachers/administrators;
- presented "Basic Skills" to an Instructional Improvement seminar for 190 teachers and administrators.

Responses of 282 participants to the Instructional Improvement Questionnaire revealed 94% rated the information provided will be helpful in planning instruction 3 or better on a 5 point scale. (See Appendix O, Instructional Improvement Questionnaire Summary.)

CONCLUSIONS

During the 1982-83 school year, the Classroom Support Program provided valuable services, particularly in the area of instructional support. These services were provided at both the elementary and secondary level. Curriculum materials appropriate for use with disadvantaged learners were developed and distributed.

The Classroom Support component had nine objectives for the 1981-82 school year. All nine objectives were attained. Questionnaires, on-site visits, and informal interviews revealed positive as well as enthusiastic student, teacher and principal responses. Requests for services were immense.

It is recommended that:

- the Classroom Support Program Components in Functional Life Skills, English/Reading-Language Arts, Social Studies and technical assistance be continued;
- the Instructional Improvement component be incorporated in staff development;
- the secondary English component adopt a diagnostic-perspective approach to facilitate instruction for student's strengths weaknesses;
- Functional Life Skills continue to update the instructional units.

APPENDIX A

CLEVELAND CITY SCHOOL DISTRICT
1982-1983 School Year

Elementary Schools

1. Adlai Stevenson
2. Alfred A. Benesch
3. Almira
4. Andrew J. Rickoff
5. Anthony Wayne
6. Anton Grdina
7. Artemus Ward
8. Benjamin Franklin
9. Bolton
10. Brooklawn
11. Buckeye-Woodland
12. Buhrer
13. Captain A. Roth
14. Case
15. Charles Dickens
16. Charles H. Lake
17. Charles Orr
18. Chesterfield
19. Clark
20. Corlett
21. Cranwood
22. Daniel E. Morgan
23. Denison
24. Dike
25. Douglas Mac Arthur
26. East Clark
27. East Madison
28. Emile J deSauze
29. Euclid Park
30. Forest Hill Parkway
31. Fullerton
32. Fundamental Ed. Center*
33. Garfield
34. George W. Carver
35. Giddings
36. Gordon
37. Gracemount
38. Halle
39. Harvey Rice
40. Hazeldell
41. Henry W. Longfellow
42. Hicks Montessori*
43. Iowa-Maple
44. John W. Raper
45. Joseph F. Landis
46. Kenneth W. Clement
47. Kentucky
48. Lafayette Academy*
49. Louis Agassiz
50. Louis Pasteur
51. Margaret Ireland
52. Marion Seltzer
53. Marion-Sterling
54. Mary Martin
55. Mary M. Bethune
56. McKinley
57. Memphis
58. Miles
59. Miles Park
60. Miles Standish
61. Milford
62. Moses Cleaveland**
63. Mound
64. Mt. Auburn
65. Mt. Pleasant
66. Nathaniel Hawthorne
67. Oliver H. Perry
68. Orchard
69. Paul L. Dunbar
70. Paul Revere
71. Riverside
72. Robert Fulton
73. Robinson G. Jones
74. Scranton
75. Stephen E. Howe
76. Tremont
77. Union
78. Valley View
79. Verda Brobst
80. Wade Park
81. Walton
82. Warner
83. Watterson-Lake
84. Waverly
85. Willow
86. William C. Bryant
87. William R. Harper
88. Woodland Hills

** Not eligible

Junior High Schools

1. Albert B. Hart
2. Alexander Hamilton
3. Audubon
4. Carl F. Shuler
5. Central
6. Charles Mooney
7. Charles Eliot
8. Clara Westropp
9. Empire
10. Franklin D. Roosevelt
11. Harry E. Davis
12. Joseph M Gallagher
13. Lincoln
14. Margaret Spellacy
15. Martin L. King
16. Nathan Hale
17. Newton D Baker
18. Patrick Henry
19. Robert H. Jamison
20. Thomas Jefferson
21. Whitney M. Young
22. Wilbur Wright
23. Willson

Sr. High Schools

1. Aviation*
2. Collinwood
3. East
4. East Technical
5. Glenville
6. James F. Rhodes
7. Jane Addams*
8. John Adams
9. John F. Kennedy
10. John Hay
11. John Marshall
12. Health Careers*
13. Lincoln-West
14. Max S. Hayes*
15. South
16. West Technical

*City-Wide Schools

1. A. G. Bell
2. Cleveland School of Arts
3. Cleveland School of Law
4. Cleveland School of Science
5. Sunbeam-Ortho. Hand

APPENDIX B

FUNCTIONAL LIFE SKILLS

Classroom Support Program

REACTION TO MATERIALS SUMMARY

Grades 9-12
32 Unit Titles
Percentage of Responses

Teachers (N=12)					Student (N=297)					
Low					Low					
1	2	3	4	5	1	2	3	4	5	*NA
-	09%	-	64%	27%	02%	03%	37%	43%	13%	02%

SPECIFIC COMMENTS

1. Were the objectives clear and correct?

YES 100% NO 0%

2. Were "skills empahsized" listed properly?

YES 91% NO 09%

3. Was the suggested time reasonable?

YES 64% NO 09% *NA 27%

4. Are changes needed in the "Instructional Procedure"?

YES 27% NO 64% *NA 09%

5. Are more (or different) student activities needed?

YES 82% NO 09% *NA 09%

6. Will you continue to use the Functional Life Skills materials?

YES 91% NO 0% *NA 09%

7. Would you like additional materials to the current units?

YES 72% NO 0% *NA 36%

* No Answer

APPENDIX C

Distribution Functional Life Skills Units

Senior High Schools Served
1982-1983

SCHOOLS SERVED	Available Lessons and Content Area Number of Lessons Distributed by School					TOTALS
	5 Occupational Knowledge N	15 Consumer Economics N	5 Community Resources N	4 Government and Law N	2 Study Skills N	N
Aviation	260	600	200	160	120	1,340
Cleve Sch of Arts		60	30		30	120
Cleve Sch of Science	180	670	270	240	180	1,540
Collinwood					30	30
East					30	30
East Technical					30	30
Glenville					30	30
James Rhodes					30	30
Jane Addams	30				90	120
John Adams					30	30
John Kennedy					30	30
John Hay					30	30
John Marshall					30	30
Health Careers	5	15	5	4	30	59
Lincoln-West	190	220			30	440
Max S Hayes	125	1,060	105		30	1,320
South					30	30
West Technical					30	30
TOTALS	790	2,625	610	404	840	5,269

APPENDIX D

CLASSROOM SUPPORT PROGRAM

Social Studies Grade 4

School Visits
1982-1983

SCHOOL	N CLASSROOM PROVIDED SERVICE	NUMBER OF BUILDING/TEACHER VISITS PER MONTH																		TOTAL N BUILDING TEACHER VISITS	
		Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May			
		B*	T*	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T
A. J. Rickoff	3	1	3	5	15	3	9	2	6	3	9	3	9	2	6	3	9	-	-	22	66
Kentucky	5	1	5	3	15	3	15	2	10	3	15	2	10	1	5	2	10	1	-	18	85
Miles Park	2	1	4	3	6	2	4	3	6	3	6	2	4	2	4	2	4	-	-	18	38
O. H. Perry	5	1	5	3	15	5	25	1	5	3	15	4	20	2	10	2	10	1	5	22	110
Other Schools (6)														12	15			4	23	16	38
Elementary Totals	15	4	17	14	51	13	53	7	25	12	45	12	45	19	40	9	33	6	28	96	337

* B - Building Visits

** T - Teacher Visits

APPENDIX E

CLASSROOM SUPPORT PROGRAM

Social Studies Grade 7
School Visits
1982-1983

SCHOOL	N CLASSROOM PROVIDED SERVICE	NUMBER OF BUILDING/TEACHER VISITS PER MONTH																		TOTAL N BUILDING TEACHER VISITS	
		Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May			
		B*	T*	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T
Albert B. Hart	3	1	4	3	9	2	6	2	6	3	9	3	9	2	6	2	6	1	3	19	58
Lincoln	3	1	4	3	9	4	12	1	3	2	6	3	9	2	6	2	6	1	3	19	58
Martin L. King	2	1	4	3	6	3	6	2	4	3	6	4	8	2	4	3	6	1	2	22	46
Other	3	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1
Totals	11	4	13	10	24	9	24	5	13	9	21	10	26	6	16	7	18	3	8	63	163

* - Building visits

** - Teacher visits

APPENDIX F

CLASSROOM SUPPORT PROGRAM

Grade Level Inservice Summary
Social Studies
1982-1983

Date	Topic/Activity	Location/School	Number Attending
10/04/82	Map Skills for Grade 4	A. J. Rickoff	3
10/06/82	Map Skills for Grade 4	Kentucky	6
10/07/82	Map Skills for Grade 7	A. B. Hart	5
10/13/82	Map Skills for Grade 7	Martin L. King	5
10/21/82	Map Skills for Grades 3 and 4	Miles Park	4
10/26/82	Map Skills for Grade 7	Lincoln Jr.	7
4/19/83	Dept. Chairperson Map Skill 7th	Jane Addams	20
5/25/83	Primary Social Studies	Corlett	16
6/1/83	Evaluation Map Skills Workshop	Emile B. deSauze	10
6/2/83	Evaluation Map Skills	Emile B. deSauze	13*

*A total of ten inservice/workshops with 89 classroom teacher attending.

APPENDIX G

SOCIAL STUDIES INSERVICE
Classroom Support Program

Classroom Teacher Reaction Sheet Summary

Percentage of Teacher Responses

(N=55)

25 Elementary Teachers 28 Secondary Teachers 2 Other

DIRECTIONS: Please circle the number in each line below which indicates your reaction to this session.

	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
1. The objectives of the inservice sessions were clear.	73%	22%	-	-	-
2. The information provided will be helpful to me in my teaching.	73%	19%	07%	01%	-
3. The materials introduced and/or developed will be useful.	75%	22%	03%	-	-
4. The methods presented will be helpful to me in lesson planning and/or preparing instructional materials.	60%	27%	07%	-	-
5. The overall quality of this inservice was excellent.	69%	24%	07%	-	-

. Most helpful services of this program were:

- "The Consultant Teacher
- New ideas on teaching map reading to motivate students.
- The ability of classroom maps and a supply of materials for pupils to work with.
  Excellent!!!"

. Services that should be included in the program were:

- "Field Trips to make the information real.
- Joint inservice with Reading/Language Arts and Social Studies, (for teachers) to help teachers realize the common skills taught in both subjects."

APPENDIX H

CLASSROOM SUPPORT PROJECT

School Visits 1982-1983
Reading Grade 4*

SCHOOLS SERVED	N CLASSROOMS PROVIDED SERVICE	Number of Building/Teacher Visits Per Month																				TOTAL N BUILDING TEACHER VISITS	
		Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May		June			
		B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T	B	T
Case	3	1	0	5	10	3	4	2	5	3	4	2	12	4	5	4	2	2	-	2	1	28	43
Kentucky	5	0	0	6	39	2	5	2	7	3	15	1	1	1	-	3	3	3	1	-	-	21	71
Union	4	0	0	3	10	2	8	2	6	1	4	1	9	8	6	10	9	4	2	2	1	33	55
G. W. Carver	2	1	5	5	12	4	6	1	2	2	4	4	10	5	5	6	5	4	-2	-	-	32	51
Watterson-Lake	7	4	41	4	10	3	8	3	6	4	9	2	2	3	3	2	2	2	2	-	-	27	83
Wm R. Harper	3	0	0	4	1	2	7	3	5	4	34	1	4	1	2	1	-	1	-	-	-	17	53
D. E. Morgan	5	2	1	3	11	5	11	4	8	5	10	1	5	2	3	3	1	2	1	-	-	27	51
M. Ireland	3	3	13	4	8	4	6	2	7	1	2	1	3	2	3	3	3	1	-	-	-	21	45
Halle	4	0	0	3	7	2	4	1	3	3	14	2	6	1	-	2	5	1	-	1	-	16	39
Marion-Sterling	3	1	3	4	6	4	6	0	0	2	3	4	3	2	3	5	5	2	4	1	1	25	34
TOTALS	39	12	63	41	114	31	65	20	49	28	99	19	55	29	30	39	35	22	12	6	3	247	525

* Grade 5 teachers in the ten schools are provided service on principal request.
B - building visits
T - teacher visits

APPENDIX I

CLASSROOM SUPPORT PROGRAM 1982-1983

Date Topic and Attendance of
Reading Inservice

Grade 4

DATE	TOPIC/ACTIVITY	SCHOOL	NUMBER ATTENDING
9/23/82	Grade 5 Language Arts Overview	Watterson-Lake	2
9/24/82	Grade 4 - C.T.B.S., Skills Testing	George W. Carver	5
9/29/82	Faculty Meeting Standardized Testing	Watterson-Lake	34
10/5/82	Grade 4 - C.T.B.S., Skills, Testing	Daniel E. Morgan	5
10/5/82	Grade 4 - Skill Sequence Teaching Techniques	George W. Carver	2
10/7/82	Grade 4 - C.T.B.S., Skills Testing	Case	3
10/20/82	Faculty Meeting Consultant services, Testing	Kentucky	30
10/22/82	Grade 6 - Overview of Language Arts Program	George W. Carver	3
10/25/82	Grade 5 - Language Arts Overview	George W. Carver	3
10/27/82	Grade 4 - Seatwork Criterion - referenced tests	Kentucky	3
10/28/82	Grade 4 - C.T.B.S., Skills, Testing	Halle	4
11/18/82	Grade 4 - C.T.B.S., Skills, Testing Use of Basal Reader	William R Harper	4
12/3/82	Workshop - Overview of Primary Reading Program	Woodhill-Quincy	5
12/6/82	Grades 5 and 6 - Reading Record Cards Recording Procedures	Margaret Ireland	8
1/5/83	Grade 5 - Overview, Skills Teaching Techniques, Competency Testing	Halle	7
1/10/83	Workshop - Overview of Primary Reading Program	Woodhill-Quincy	3
1/12/83	Faculty Meeting Competency Testing	William R. Harper	26
1/13/83	Grade 4 - Competency Testing	George W. Carver	2
1/18/83	Grade 6 - Competency Testing	Kentucky	5
1/18/83	Grade 5 - Competency Testing	Kentucky	4
1/26/83	Grade 6 - Overview, Skills, Teaching Techniques, Competency Testing	Halle	5
1/31/83	Workshop - Standardized Tests,	Quincy-Woodhill	3

APPENDIX I (continued)

DATE	TOPIC/ACTIVITY	SCHOOL	NUMBER PERSONS
2/4/83	*GLM Grade 4- Criterion Referenced Testing	Case	3
2/4/83	GLM Grade 5/6- Criterion Refernced Testing	Case	6
2/7/83	GLM Grade 5- Competency Testing	Union	3
2/8/83	Workshop - Grade 1/6 Reading, Eng./Language Arts Program	Adams/Rhodes Cluster	11
2/9/83	GLM-Grade 4 - Competency Testing	M. Ireland	3
2/22/83	GLM - Grade 5- Criterion Referenced Testing Probes	Union	
2/24/83	GLM - Grade 4/5-Competency Testing; Reading Cards	G.W. Carver	5
2/24/83	GLM - Grade 6-Competency Testing; Reading Cards	G. W. Carver	3
2/28/83	Workshop-Cluster Resource Teachers Preparing dimo lessons	Woodhill-Quincy	3
3/16/83	Faculty Meeting - Testing Procedures	W. C. Bryant	27
3/21/83	Cluster Resouce Teachers - Skill Lessons Part I	Woodhill-Quincy	3
5/18/83	**S.L.T. Meeting - Three types of Lesson Patterns	Kentucky	30
6/6/83	Cluster Resource Teachers-Enrichment & Extension	Woodhill-Quincy	3

TOTAL 35 inservice workshops with 269 partcipants

* Grade Level Meeting
** Staff Led Team Meeting

APPENDIX J

READING, ENGLISH/LANGUAGE ARTS
Classroom Support Program
GRADE 4
FEEDBACK SHEET SUMMARY

Percentage of Responses
(N=33)

32 Upper Elementary Teachers 1 Administration

Directions: Please evaluate the 1982-83 reading inservice by checking the number for each item which most closely represents your feelings. A "5" represents the most positive response and a "1" represents the most negative response.

	5	4	3	2	1
Manner of presentation	95%	5%	-	-	-
Clarity of presentation	95%	5%	-	-	-
Practical application for class	95%	5%	-	-	-
Thoughness in covering the subject	95%	5%	-	-	-
Usefulness of material	89%	11%	-	-	-
The material and methods were appropiate for use in helping students improve their test-taking skills.	84%	16%	-	-	-
Over all rating of entire service	100%	-	-	-	-

APPENDIX K

SECONDARY ENGLISH/READING INSERVICE SUMMARY
Classroom Support
Grade 7

DATE	TOPIC	SCHOOL	# ATTENDING
10-7-82	Preparing for CTBS Senior High Dept. Chairmen Meeting	Jane Addams	28
10-13-82	Relating CTBS to Reading Texts	Lincoln-West	15
10-14-82	Project Goals/Plans Junior High Dept. Chairmen Meeting	Jane Addams	33
10-18-82	Reading Survey Needs Assessment	Mooney Jr. H. S.	4
10-19-82	" " " "	Newton D. Baker	4
10-20-82	" " " "	F.D.Roosevelt	2
"	" " " "	C.F. Shuler	2
10-25-82	" " " "	R. H. Jamison	6
"	" " " "	H. E. Davis	3
10-27-82	" " " "	Westropp	2
11-2-82	" " " "	Lincoln Jr.	3
11-3-82	" " " "	Central	2
"	" " " "	Audubon	2
11-4-82	" " " "	Nathan Hale	2
11-8-82	" " " "	Willson	4
11-8-82	" " " "	M. L. King	3
11-15-82	Developing an Effective Reading Program	Mooney Jr. H. S.	2
11-18-82	Relating Reading to English Language-Arts Junior High Dept. Chairmen Meeting	Jane Addams	28
11-30-82	Developing an effective Reading Program	Lincoln Jr.	14
12-2-82	Basic English Objectives Presentation Senior High Dept. Chairmen Meeting	Jane Addams	21
12-7-82	Evaluating Student Reading Skills	West Tech.	5
12-9-82	Reading Skills Improvement Through Questions Junior HIgh Dept. Chairmen Meeting	Jane Addams	26
12-10-82	Diagnosing Student Reading Skills	Willson	2
1-5-83	Text Evaluation	Spellacy	4
1-6-83	Classroom Support Services	Detention Home	7
1-6-83	Reading in the Content Area	M.L. King	6
1-7-83	Analyzing Student Needs	Willson	3
1-12-83	Developing an Effective Reading Program	Central	8
1-13-83	" " " " "	Audubon	4
1-13-83	" " " " "	Hamilton	2
1-18-83	" " " " "	Lincoln Jr.	3
1-18-83	" " " " "	Empire	13
2-1-83	" " " " "	Gallagher J.H.	3
2-1-83	" " " " "	Westropp J.H.	2
2-2-83	" " " " "	Jamison J.H.	4
2-2-83	Reading in the Content Area - Vocabulary	C.F.Shuler J.H.	41
2-3-83	Developing an Effective Reading Program	Nathan Hale	3
2-3-83	Basic English Course Outline Senior High Dept. Chairmen Meeting	Jane Addams	23
2-7-83	Developing an Effective Reading Program	Lincoln Jr.	2
2-8-83	" " " " "	M. L. King	4
2-9-83	" " " " "	A. Hamilton J.H.	2
2-9-83	Reading in the Content Area - Soc. Studies	C.F. Shuler J.H.	5

APPENDIX K (Continued)

DATE	TOPIC	SCHOOL	# ATTENDING
2-10-83	Developing an Effective Reading Program	Audobon J.H.	4
2-10-83	Using the Mastery Skills Approach Junior High Depart. Chairmen Meeting	Jane Addams	33
2-11-83	Developing an Effective Reading Program	Mooney Jr. H.S.	3
2-17-83	Planning for Using the Skills Mastery Approach Supervisors-Resource Teachers-Consultants Meeting	W. D. Howells	12
2-18-83	Using the Skills Mastery Approach	Willson J.H.	3
2-24-83	" " " " " Supervisors-Resource Teachers-Consultants Meeting	W.D. Howells	15
3-4-83	Developing an Effective Reading Program	Willson Jr. H.	2
3-10-83	Review of Test-Wiseness Principles Junior High Dept. Chairmen Meeting	Jane Addams	33
3-15-83	Increasing Student Vocabulary and Comprehension	Audubon	3
4-14-83	Preparing for CTBS Test Administration Junior High Dept. Chairmen Meeting	Jane Addams	33

TOTAL 52 inservice workshops with 493 participaants.*

* Duplicate count

APPENDIX L

SECONDARY ENGLISH/READING
Classroom Support Program

GRADE 7
Inservice Reaction Sheet Summary

Percentage of Teacher Responses
(N=33)

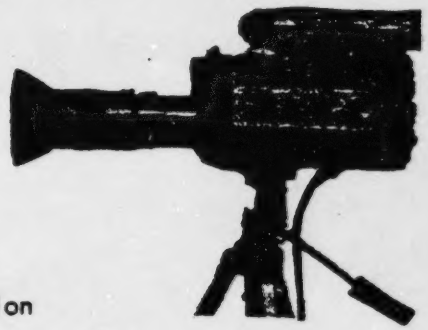
CONFERENCE/WORKSHOP/MEETING _____

DATE _____ PLACE _____

DIRECTIONS: Please circle the number in each line below that represents your reaction to the inservice session(s):

	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
1. The purpose and objective of the inservice were clear.	40%	48%	12%	0%	0%
2. The information provided will be helpful to me in my teaching	42%	40%	12%	3%	3%
3. The materials introduced and/or developed will be useful	42%	42%	12%	3%	3%
4. The methods presented will be helpful to me in planning for instruction.	42%	21%	30%	3%	3%
5. The materials/methods presented are appropriate for use in helping students to increase their reading	42%	33%	15%	9%	0%
6. Overall rating of inservice support	41%	37%	17%	3%	2%

How many seventh grade students do you teach each day? T=2763



APPENDIX M

CLASSROOM SUPPORT PROGRAM
Division of Compensatory Education
Department of Curriculum and Instruction

USERS OF VIDEO SERVICES SUMMARY

TECHNICAL ASSISTANCE
Percentage of Responses
(N=36)

DIRECTIONS: Please rate the Video Services, on a five point rating scale, use the following system:

5 4 3 2 1
Excellent Good Poor

Circle one value

Statement	Rating				
	5	4	3	2	1
. Service provided was:					
Punctual	100%	-	-	-	-
Consistent with exceptions	100%	-	-	-	-
Useful	100%	-	-	-	-
. Rate the overall quality of service	100%	-	-	-	-

COMMENTS

. Excellent service with special insight for meaningful educational experiences.

. Visits the locale before recording to assess needs and discuss program format.

. Equipment was always provided for the time and place specified.

APPENDIX N

INSTRUCTIONAL IMPROVEMENT QUESTIONNAIRE SUMMARY
Classroom Support Program
Objective 9

Percentage of Responses
(N=19)

Type of inservice or Topic: _____

DIRECTIONS: Please circle the number in each line which indicates your reaction to the service.

	STRONGLY AGREE				STRONGLY DISAGREE
	5	4	3	2	1
1. Instructional quality of was excellent	75%	25%	-	-	-
2. Objectives were clear	67%	33%	-	-	-
3. Information was helpful in improving instruction.	80%	20%	-	-	-
4. Session was beneficial.	75%	25%	-	-	-

APPENDIX O

INSTRUCTIONAL IMPROVEMENT QUESTIONNAIRE SUMMARY
Classroom Support Program

Objective 10

Percentage of Responses
(N=282)

Workshop Title: Basic Skills Seminar

Date: May 26, 1983 Meeting Site: Greenview Center

PARTICIPANTS:

115 Elementary Teachers	10 Project Managers/Supervisors
48 Secondary Teachers	1 Principal
73 Consultants	35 Others

DIRECTIONS: Please circle the number in each line below which indicates your reaction to this section.

	STRONGLY AGREE				STRONGLY DISAGREE
	5	4	3	2	1
1. The overall quality was excellent.	64%	31%	4%	1%	-
2. The objectives were clear.	74%	23%	2%	.5%	.5%
3. The information provided will be helpful in planning instruction.	71%	23%	5%	1%	-
4. New skills were acquired.	54%	30%	12%	3%	1%
5. Existing skills were refined.	56%	35%	8%	1%	-
6. The session was beneficial	67%	25%	7%	.5%	.5%